Title of Instructional Materials: Glencoe Common Core: Algebra 2 Virginia Edition

Grade Level: Algebra II

Summary of Glencoe Common Core: Algebra 2

Overall Rating: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Well developed and covered most standards effectively, however, there could have been more investigation and less direct presentation.	Important Mathematical Ideas: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Real-world connections of mathematical ideas are adequately embedded in the text
Skills and Procedures: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Generally good, most skills were well connected	Mathematical Relationships: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Adequate connections integrated and made outside of mathematics

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

2. Reason abstractly and quantitatively.	
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

4. Model with mathematics.	
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicatedsituation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

5. Use appropriate tools strategically.	
Mathematically proficient students consider the available tools when solving amathematical problem. These tools might include pencil and paper, concretemodels, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system,a statistical package, or dynamic geometry software. Proficient students aresufficiently familiar with tools appropriate for their grade or course to make sounddecisions about when each of these tools might be helpful, recognizing both theinsight to be gained and their limitations. For example, mathematically proficienthigh school students analyze graphs of functions and solutions generated using agraphing calculator. They detect possible errors by strategically using estimationand other mathematical knowledge. When making mathematical models, they knowthat technology can enable them to visualize the results of varying assumptions,explore consequences, and compare predictions with data. Mathematicallyproficient students at various grade levels are able to identify relevant externalmathematical resources, such as digital content located on a website, and use themto pose or solve problems. They are able to use technological tools to explore anddeepen their understanding of concepts.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

6. Attend to precision.	
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

7. Look for and make use of structure.	
Mathematically proficient students look closely to discern a pattern or structure.Young students, for example, might notice that three and seven more is the sameamount as seven and three more, or they may sort a collection of shapes accordingto how many sides the shapes have. Later, students will see 7 °— 8 equals thewell-remembered 7 °— 5 + 7 °— 3, in preparation for learning about the distributiveproperty. In the expression $x2 + 9x + 14$, older students can see the 14 as 2 °— 7 andthe 9 as 2 + 7. They recognize the significance of an existing line in a geometricfigure and can use the strategy of drawing an auxiliary line for solving problems.They also can step back for an overview and shift perspective. They can seecomplicated things, such as some algebraic expressions, as single objects or asbeing composed of several objects. For example, they can see $5 – 3(x – y)2$ as 5minus a positive numbe times a square and use that to realize that its value cannotbe more than 5 for any real numbers x and y.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

8. Look for and express regularity in repeated reasoning.	
Mathematically proficient students notice if calculations are repeated, and lookboth for general methods and for shortcuts. Upper elementary students mightnotice when dividing 25 by 11 that they are repeating the same calculations overand over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation$(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding$(x - 1)(x + 1)$, $(x - 1)(x2 + x + 1)$, and $(x - 1)(x3 + x2 + x + 1)$ might lead them to thegeneral formula for the sum of a geometric series. As they work to solve a problem,mathematically proficient students maintain oversight of the process, whileattending to the details. They continually evaluate the reasonableness of theirintermediate results.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Reviewed By: _____

Title of Instructional Materials: Glencoe

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

11-2 p740 # 11 - use GC to create a box whisker plot
Describe center + data
- what effect does adding scores have on the shape? describe center + spread

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

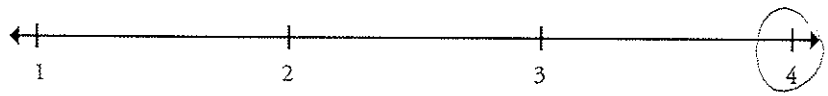
16-1: p644 # 51, 52, 53

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: Glencoe

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

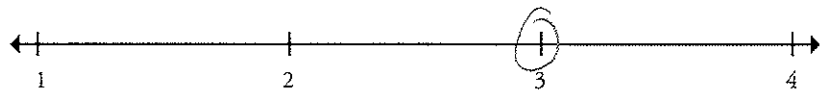
8-2: #63 Rat going through a maze
a) domain?
b) Graph
c) table
d explain reasoning

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: Glencoe

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

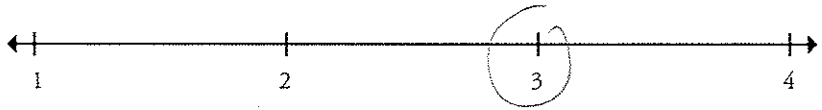
p 566: 16, 21 write equations, find answers

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: Glencoe

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

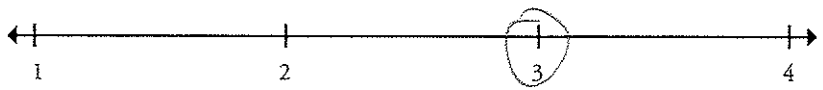
p 508 Explore 7-8: spreadsheet lab, very guided - tells s's what tool to use
Compound interest

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7-8: p 513 # 4

p 512 # 4

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: Glencoe

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

p261 Extend 4-7 Quad = Rate of Change
Describe patterns in ... 1st
& 2nd differences

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

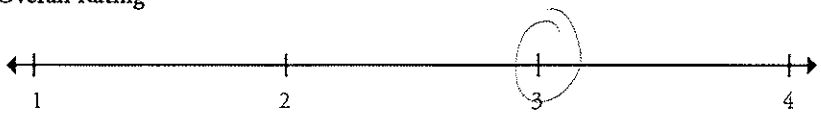
p 271 #41 * Calculate # of deaths
* Use QF to solve
* Is it reasonable

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

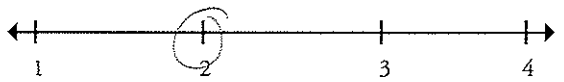
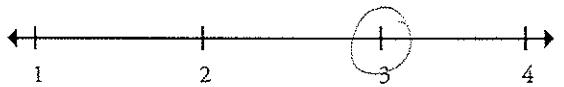
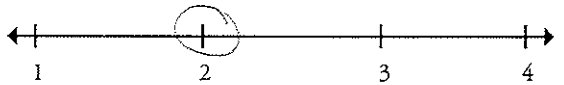
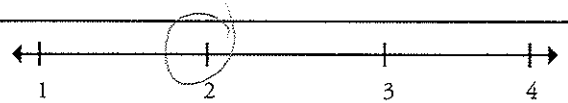


Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

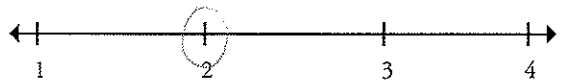
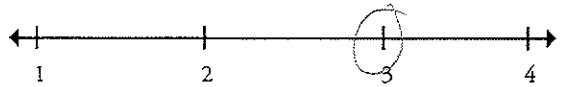
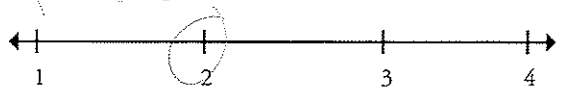
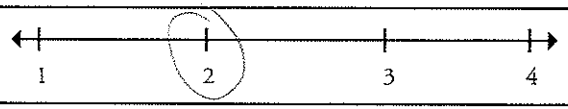
Perform arithmetic operations with complex numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. 4-4: Introduced using a GC to see that $y = x^2 + 2x + 4$ lies above the x-axis Examples provided a+bi **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  not many real world problems **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

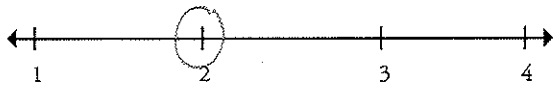
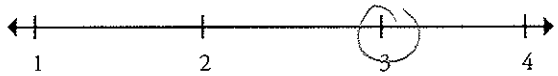
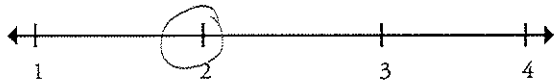
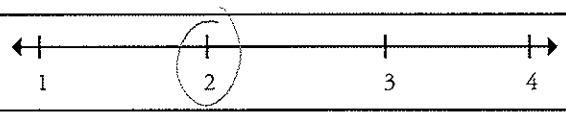
Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Note: i^2 as highest power of i. 4-4 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  many practice problems Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

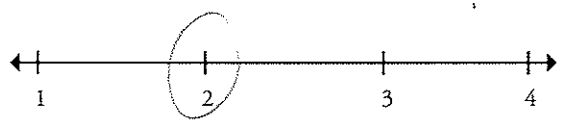
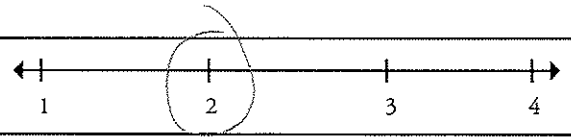
Use complex numbers in polynomial identities and equations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients. 4-5 : 9x 6 solve by taking sq roots, completing the sq 4-6 : Quadratic Formula **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  many problems Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
N-CN.8 (+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$.* Note: Polynomials with real coefficients. 4-4 p 247 9x solve by factoring 4-6 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

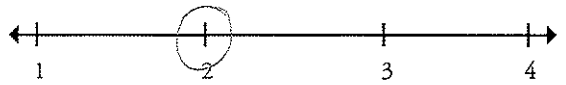
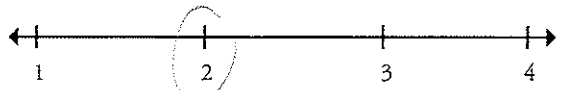
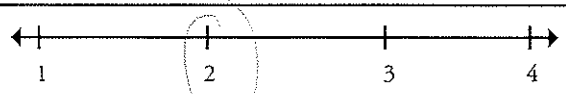
Use complex numbers in polynomial identities and equations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
N-CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Note: Polynomials with real coefficients. 5-7 Fundamental Thm of Alg **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

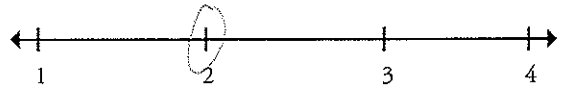
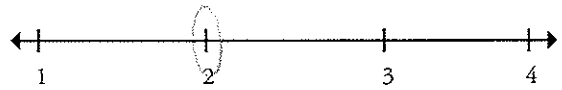
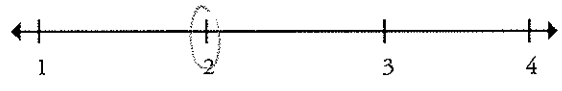
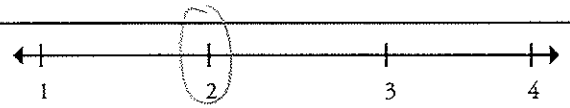
Interpret the structure of expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-SSE.1a 1. Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. Note: Polynomial and rational. 1-1: basic dot 4-1: parts of a parabola **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-SSE.1b 1. Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.* Note: Polynomial and rational. 1-1, 1-4; 2-2, 2-4, 2-6, 2-7; 4-1, 4-6, 4-7; 5-4; 9-2, 9-3, 9-4, 9-5, 9-6 10-7 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

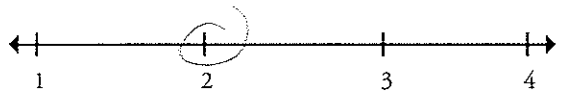
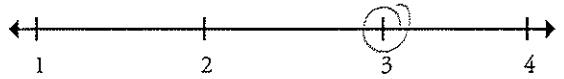
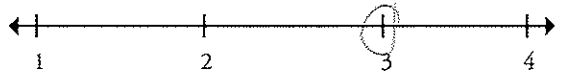
Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.* Note: Polynomial and rational. 1-2; 4-3, 4-5; factoring 6-4, 6-5; simplifying sq roots 7-2, 3, 4; 7-7, 8; **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

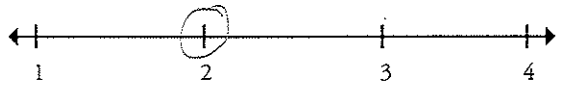
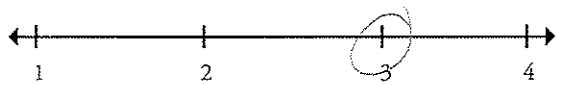
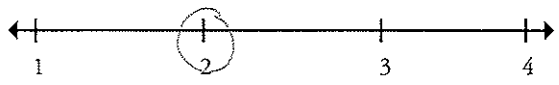
Write expressions in equivalent forms to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  #64, 65 Derive Formula **Summary / Justification / Evidence**
10-3: p 676 · Formula provided for 5's **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. Note: Beyond quadratic. 4-3: Factoring 5-4: +, −, × polynomials **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Closure is not mentioned Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

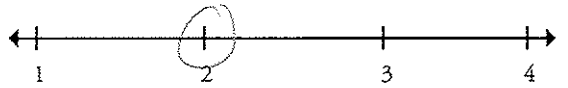
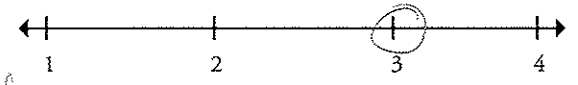
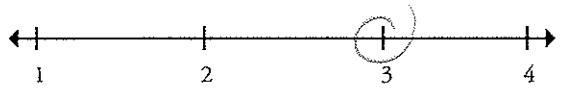
Understand the relationship between zeros and factors of polynomials.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$. 5-6: Remainder thm stated & actually used shown using long division, synthetic division, & direct substitution ($p(3)=-8$) **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas: 1 2 3 4 (2) Skills and Procedures: 1 2 3 4 (3) Mathematical Relationships: 1 2 3 4 (3) **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4 (3)

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

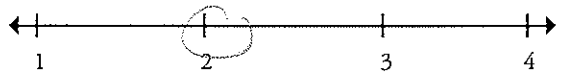
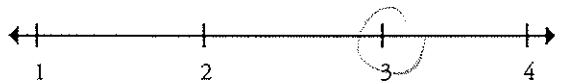
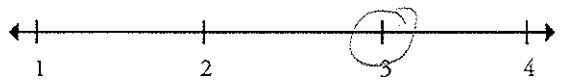
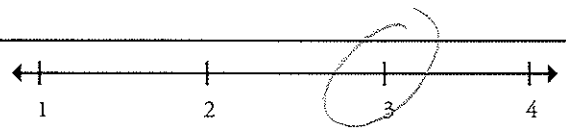
Understand the relationship between zeros and factors of polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. 5-7 : p 364: 41-49 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Covered thoroughly Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

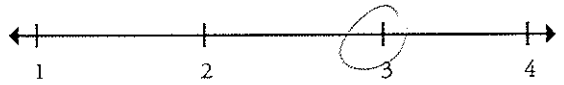
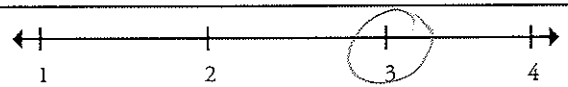
Use polynomial identities to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-APR.4 Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.* 4-3 4-5 4-6 5-7; 17-26 p 366: Use a GC to solve **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[1] 10-6 Binomial Thm & Pascal's Δ provided 10-7 11-4 1 The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

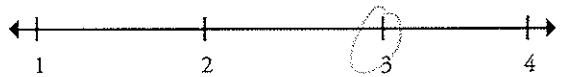
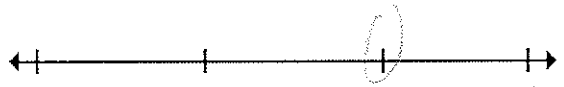
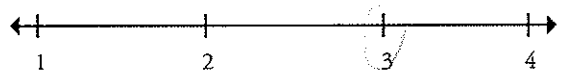
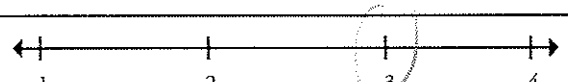
Rewrite rational expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. Note: Linear and quadratic denominators. 5-2 Not always expressed this form **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 long & synthetic division Skills and Procedures 1 2 3 4 Many practice problems Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. Note: Linear and quadratic denominators. 8-1, 8-2, 8-4, 8-6 > all operations are covered w/ linear & quadratic denominators **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** closure not mentioned Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

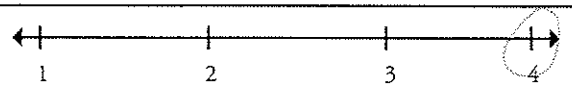
Create equations that describe numbers or relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.** Note: Equations using all available types of expressions, including simple root functions. 1-3,4,5,6: linear 4-3,5,6,8: quadratic 5-5,6,7: polynomial 7-2,4,5,6,8: exponential, loop (7-8 BW examples) 8-6: rational eqs **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6-7 radical all eqs & inequalities	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* Note: Equations using all available types of expressions, including simple root functions. linear 2-4: 5's create linear 3-1: 5's create eq quad 4-2: eq provided 6-7 & 6-3: looks like most eq were provided circles 9-3: 5's create 12-7: trig #21 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

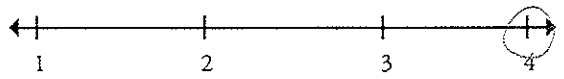
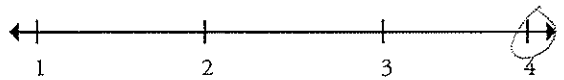
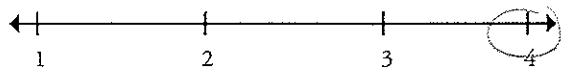
rad

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

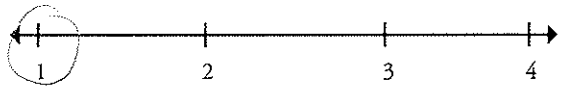
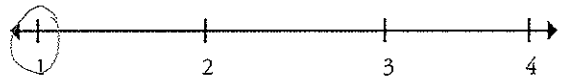
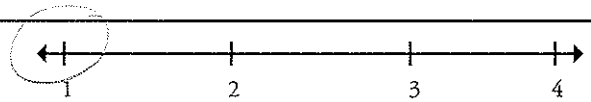
Create equations that describe numbers or relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.** Note: Equations using all available types of expressions, including simple root functions. 1-4, 5, 6 2-6, 7, 8 3-1, 2, 3, 4, 7, 8 : sys of inequalities & equations 3-2 3-3 4-8 7-8 3-3: linear programing **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 8-6 rational	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.** Note: Equations using all available types of expressions, including simple root functions. 4-6 ? 9-3 # p612 5-7 circle 2 problems 9-1 10-2 8-2: # 59 rational **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6-7 # 63 $L = .4\sqrt{3}m$	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. Note: Simple radical and rational. 6-7 : Ex 1 p429 radical 8-6 : p576 : 1-8, 12-21, 33d **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-REI.11 Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* Note: Combine ~~polynomial~~, ~~rational~~, ~~radical~~, absolute value, and ~~exponential~~ functions. 3-1 Sys of Eq § 4-2 p 237 graph § 5-5 p 341 polynomial § 6-7 : p 436 radical § 7-2 : p 459 Exponential **Indicate the chapter(s), section(s), and/or page(s) reviewed.** § 7-6 : Log> p 499 § 8-6 p 579 Rational 9-7 : solving system of eq	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Absolute value? Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

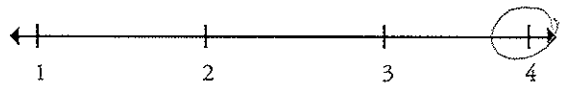
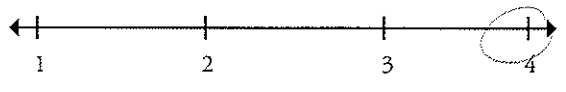
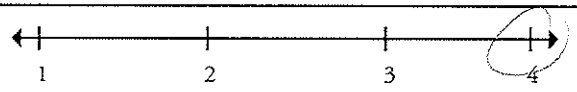
Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.** Note: Include rational, square root and cube root; emphasize selection of appropriate models. 2-1: Domain + Range relations EZ-2: linear p75 x-int 2-6 abs value 5-3 p327: polynomial end behavior 8-4 p554: rational HA, VA 10-1 sequences 12-6, 7: periodic trig p854 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 4-1: quad max/min, symmetry 5-4: p331: polynomial relative max/min turning pts 1, 2 6-3 sq root 7-1 Exp	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

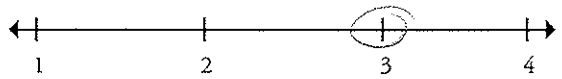
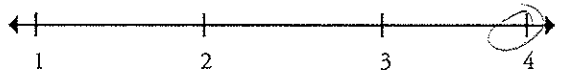
Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.** Note: Emphasize selection of appropriate models. 2-1 p63 relations linear 2-6: p104 abs value 4-1: p224 27-31 grad #41 5-3: ? 6-2,3: Inverses sum D+R, sqroot, p401 7-1,3: Exp, Log **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 8-3,4: rational 12-7: p839, 840	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

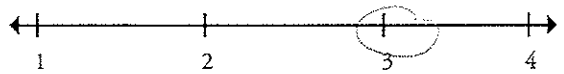
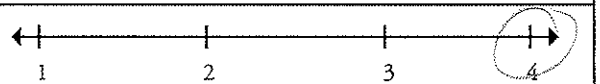
Interpret functions that arise in applications in terms of the context.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* Note: Emphasize selection of appropriate models. 2-3 slope/rate of change § 4-7 1st & 2nd differences quad **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas formula given  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

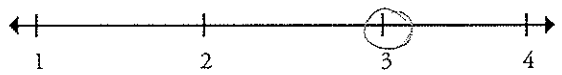
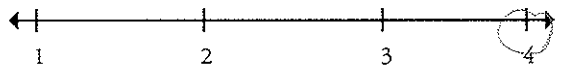
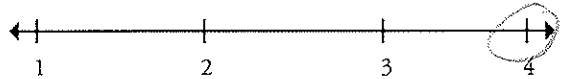
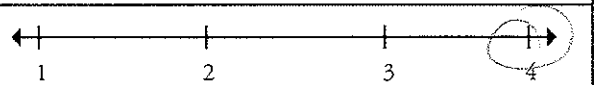
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7b 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Note: Focus on using key features to guide selection of appropriate type of model function. 2-6: p 105 step functions & piecewise 6-3: sq root, make a table of values 6-4: $\sqrt{}$ root use a GC **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

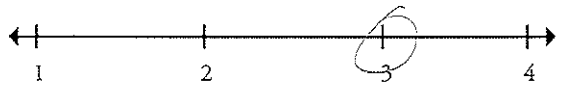
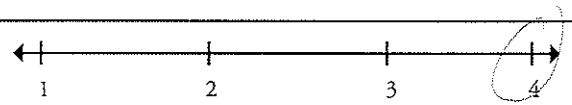
Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.7c 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. Note: Focus on using key features to guide selection of appropriate type of model function. 5-3: Describe the graph, end behavior, # of zeros 5-4 5-6: find all factors 5-7: Find all the zeros, sketch the graph p 364 #6-55 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** ch 4: 3-5: sketch graph given equation & # of zeros	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

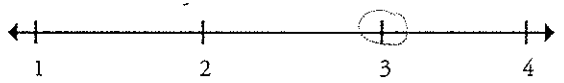
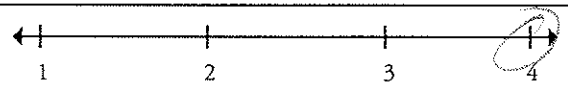
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7e 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Note: Focus on using key features to guide selection of appropriate type of model function. 7-1 exp transformations 7-3 log transformations 12-7 all 6 trig functions Amp, per 12-8 phase shift, midline p846 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.8a 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Note: Focus on using key features to guide selection of appropriate type of model function. 4-3 Solve by factoring 4-5 : complete the sq & solve 4-7 : Complete the sq to put in vertex form then graph **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.8b 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.* Note: Focus on using key features to guide selection of appropriate type of model function. 7-1 p 453 Growth + decay 7-8 p509 Exp decay p511 Exp Growth **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

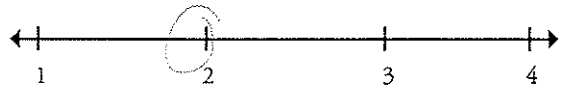
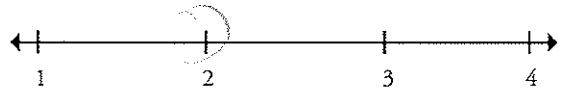
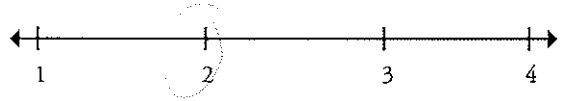
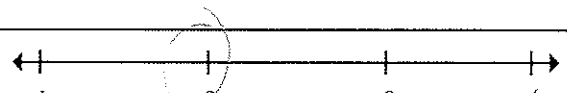
Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* Note: Focus on using key features to guide selection of appropriate type of model function. 2-2 linear 2-7 compare parent graphs, quad, abs value 4-1: quad make table of values & graph somehow 5-3 compare 2 functions 6-1,3 p390 #50, compare? 7-1 exp functions - compare? **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 8-4 p559 #44 9-6 p637 Activity 1	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-BF.1b 1. Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.* Note: Include all types of functions studied. 6-1 p 391 #51, 36, 37 § 7-8? Compound interest? 12-8 p 848 #47 p 849 #13, 34, 41 trig functions **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

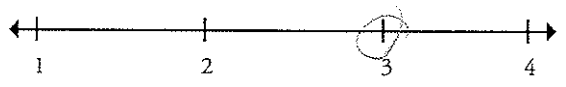
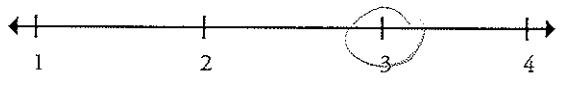
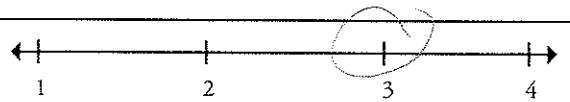
Build new functions from existing functions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.3 Identify the effect on the graph of replacing *f(x)* by *f(x) + k*, *k f(x)*, *f(kx)*, and *f(x + k)* for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* Note: Include simple ~~radical,~~ rational, and exponential functions; emphasize common effect of each transformation across function types. §2-7 Parent Functions, Translations, Reflections, Stretches, Compressions, Absolute Value §4-7: Graphing Parabola Families, Look for similarities 6-3 Square Root §6-4 p413: nth root functions 7-1 p452: exponential functions 7-3 p470: log functions **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 8-3 p547: rational functions §12-8 trig functions	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

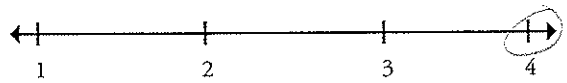
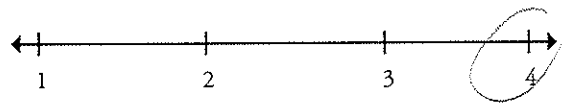
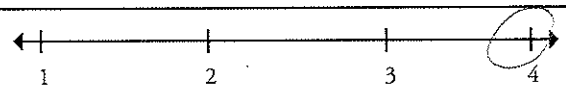
Build new functions from existing functions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.4a 4. Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example,* $f(x) = 2x^3$ *or* $f(x) = (x+1)/(x-1)$ *for* $x \neq 1$. Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types. 6-2 inverse of radical, exp. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** rational Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

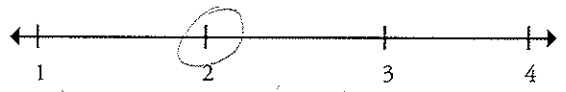
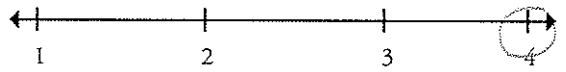
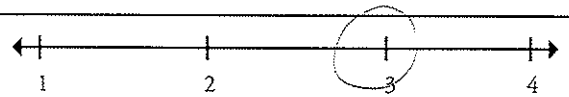
Construct and compare linear, quadratic, and exponential models and solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.* Note: Logarithms as solutions for exponentials. 7-2 : exponential problems 7-8 : RW problems use a calc **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

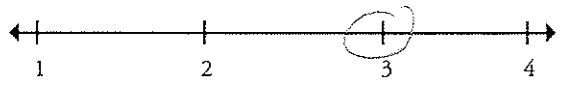
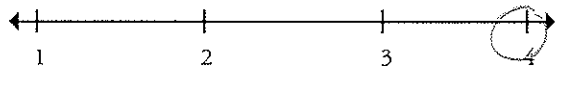
Extend the domain of trigonometric functions using the unit circle.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. 12-2 12-6 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Explained to students no investigation Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. 12-6 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Model periodic phenomena with trigonometric functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.* 12-7: sine, cos, tan, csc, sec, cot - 5's graph all functions 12-8: phase shift + vertical shift. amp, midline period **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Prove and apply trigonometric identities.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-TF.8 Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle. ? was this proved? 13-1: trig identities (all provided for ss) 13-2: verify trig. identities 13-3: sum & difference 13-4: double angle/ half angle 13-5: solving trig eq **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

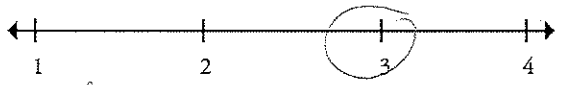
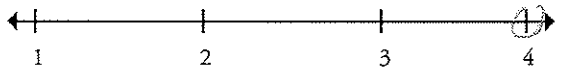
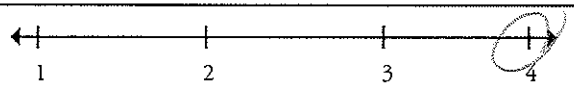
Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. 11-5 # 4 p763: use a GC to find area under the curve E 11-5: use a spreadsheet to construct a graph **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas: 1 2 3 4 Skills and Procedures: 1 2 3 4 Mathematical Relationships: 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

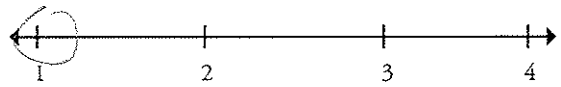
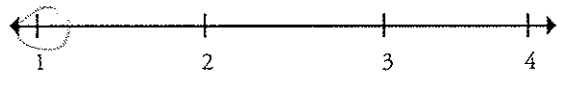
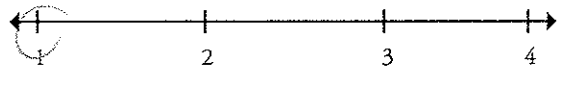
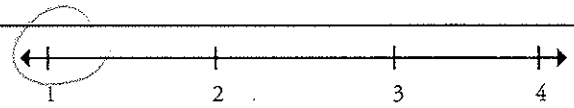
Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. 11-2: distribution, use a GC to create a histogram 11-6: Confidence Intervals **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  1 2 3 4 NO investigation; RW problem Skills and Procedures  1 2 3 4 all RW problems Mathematical Relationships  1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating  1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

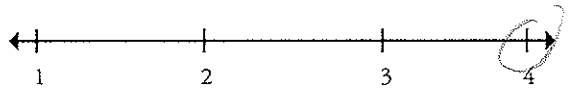
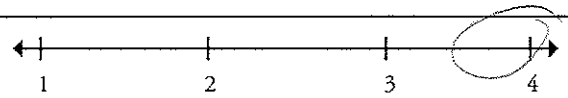
Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.* 11-1 not sure if this is really covered 9 11-1 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

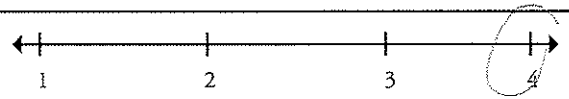
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. 11-1: understand the differences between surveys, exp + observations **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. E 11-1 : teen texting. How accurately does it represent all teens? 11-6 margin of error **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. 11-17 Compare 2 treatments? Not sure if this is randomized **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: Glencoe

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.6 Evaluate reports based on data. Ex 11-1 Evaluate teens using their cell phone in class **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

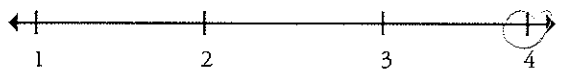
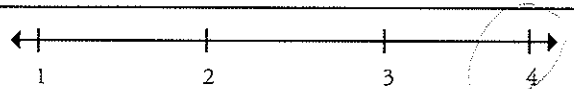
Use probability to evaluate outcomes of decisions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). Note: Include more complex situations. 11-4 ; p756 #27,28, 29-35 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). Note: Include more complex situations. 11-3 p 798 # 15, #13, #11 11-4 : Ex 2 p 753 compare appr. + theoretical probabilities 11-6 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.6 Evaluate reports based on data. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). Note: Include more complex situations. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). Note: Include more complex situations. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Model periodic phenomena with trigonometric functions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.* **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Prove and apply trigonometric identities.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.4a 4. Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example,* $f(x) = 2x^3$ *or* $f(x) = (x+1)/(x-1)$ *for* $x \neq 1$. **Note: Include simple cubic, cubic root, and exponential functions; emphasize common effect of each transformation across function types.** **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.[a] **Note: Logarithms as solutions for exponentials.** **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.8b 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay* Note: Focus on using key features to guide selection of appropriate type of model function.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.9 **Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).** *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* Note: Focus on using key features to guide selection of appropriate type of model function.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build a function that models a relationship between two quantities.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.1b 1. Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model* Note: Include all types of functions studied.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.3 **Identify the effect on the graph of replacing** $f(x)$ **by** $f(x) + k$, $k\,f(x)$, $f(kx)$, **and** $f(x + k)$ **for specific values of** k **(both positive and negative); find the value of** k **given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.** *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.7b 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Note: Focus on using key features to guide selection of appropriate type of model function. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.7c 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. Note: Focus on using key features to guide selection of appropriate type of model function. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.7e 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Note: Focus on using key features to guide selection of appropriate type of model function. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.8a 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Note: Focus on using key features to guide selection of appropriate type of model function. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-REI.11 Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* Note: Combine polynomial, rational, radical, absolute value, and exponential functions. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.4 *For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums, symmetries, end behavior, and periodicity.** Note: Include rational, square root and cube root; emphasize selection of appropriate models. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.5 **Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*** Note: Emphasize selection of appropriate models. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-IF.6 **Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*** Note: Emphasize selection of appropriate models. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.

A-APR.5

(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[1]

Good.

1 The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

11-6

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 4

Skills and Procedures 1 2 3 4

Mathematical Relationships 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.

A-APR.6

Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Note: Linear and quadratic denominators.

Not addressed

Indicate the chapter(s), section(s), and/or page(s) reviewed.

9-1 & 9-2

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 4

Skills and Procedures 1 2 3 4

Mathematical Relationships 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.

A-APR.7

(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Note: Linear and quadratic denominators.

The text demonstrates this, but doesn't explicitly state it to be so.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

9-1 & 9-2

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 4

Skills and Procedures 1 2 3 4

Mathematical Relationships 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.

A-CED.1

Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**

Note: Equations using all available types of expressions, including simple root functions.

This is a good getting back to math section, the section needs more

Indicate the chapter(s), section(s), and/or page(s) reviewed.

1-5

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 4

Skills and Procedures 1 2 3 4

Mathematical Relationships but 1 2 3 4

Summary / Justification / Evidence

problems like #37.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* Note: Equations using all available types of expressions, including simple root functions.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* Note: Equations using all available types of expressions, including simple root functions.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law $V = IR$ to highlight resistance R.* Note: Equations using all available types of expressions, including simple root functions.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. Note: Simple radical and rational.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.

A-APR.1

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Note: Beyond quadratic.

Text reviews Laws of Exp (good thing) and shows how to +/−/·/÷, but does not explicitly say that it is like ~~the~~

Indicate the chapter(s), section(s), and/or page(s) reviewed.

6-1

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures (which is a): 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.

A-APR.2

Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

Good connection to a real-life model. Good explanation.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

6-6

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures: 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.

A-APR.3

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Students create a $f(x)$ using given ~~zeros~~, but don't engage in any curve-sketching.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

6-7

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures: 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.

A-APR.4

Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*

Not addressed

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Ch 6

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures: 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — AL AA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-SSE.1a 1. Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. Note: Polynomial and rational. Nice display of the various base graphs. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6-3	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-SSE.1b 1. Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.* Note: Polynomial and rational. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-SSE.2 Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.* Note: Polynomial and rational N/A **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch 6	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.** Students derive formulas for specific contexts, but not in general. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 11-3	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.

N-CN.2

Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Note: i as highest power of x.

Text explicitly ~~compares~~ communicates this via verbage & math. Good.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

5-4

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures: 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.

N-CN.7

Solve quadratic equations with real coefficients that have complex solutions.

Note: Polynomials with real coefficients.

Good derivation of Quadratic Eqn (since they color-coded). Nice chart of how to use the discriminate.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

5-6

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures: 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.

N-CN.8

(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.

Note: Polynomials with real coefficients.

Not addressed

Indicate the chapter(s), section(s), and/or page(s) reviewed.

5-3

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures: 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.

N-CN.8

(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Note: Polynomials with real coefficients.

Only one example used to show that quadratics obey FTA.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

~~5~~ 6-7

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 4

Skills and Procedures: 1 2 3 4

Mathematical Relationships: 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.

N-CN.1

Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

5-4

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 4

Skills and Procedures 1 2 3 4

Mathematical Relationships 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

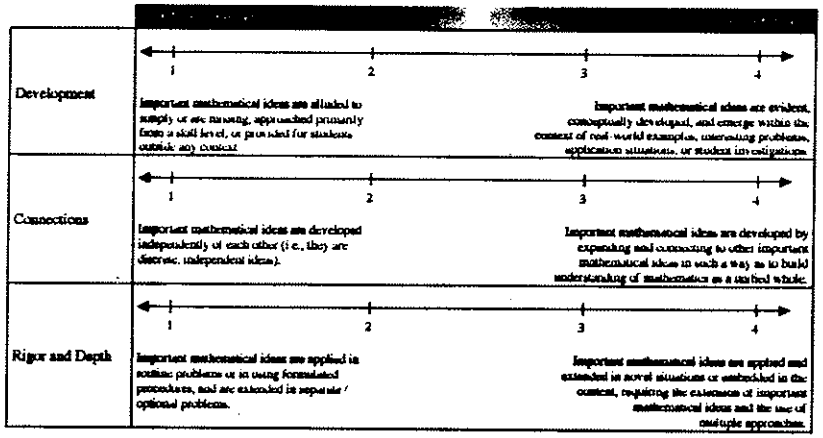
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

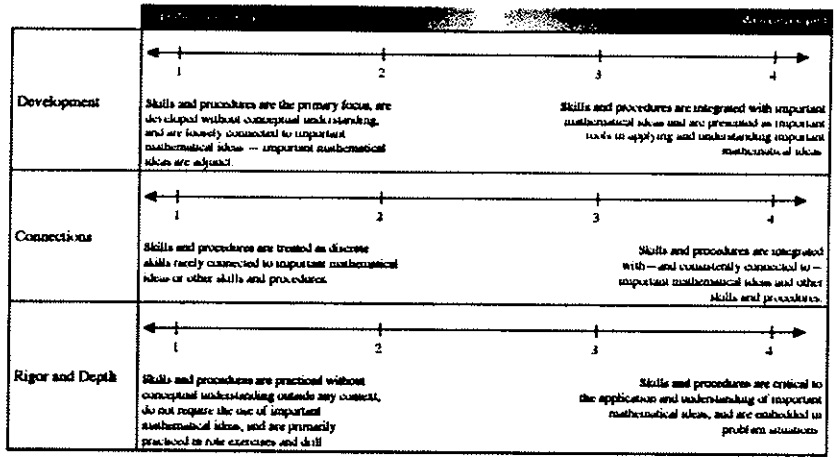
Overall Rating

1 2 3 4

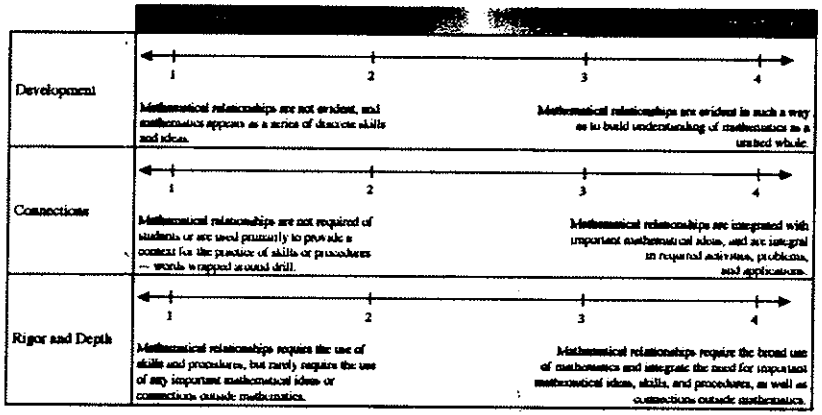
Important Mathematical Ideas: Understanding the scoring



Skills and Procedures: Understanding the scoring



Mathematical Relationships: Understanding the scoring



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1 2 3 4

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dana Center.

Project director

Laurie Garland, director of program and product development
Sam Zagroski, senior advisor

Developers and facilitators

Pam Bridwell, senior program coordinator for leadership
Laurie Garland, director of program and product development
Tom McVey, professional development team lead
Sam Zagroski, senior advisor

Our thanks

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

Editorial and production staff

Cam Hopkins, proofreader
Rachel Jenkins, consulting editor
Tom McVey, professional development team lead and print production manager
Phil Sweatt, senior designer

Introduction

Phase 1: **Studying the Standards**

Phase 2: **Narrowing the Field of Instructional Materials**

Phase 3: **Assessing Mathematical Content Alignment**

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct an in-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-rater reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality…). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, curriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular grade levels/courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step Instructions

1. Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
2. Independently, committee members use their current resource, the identified big idea (and associated pages in that resource), and the Phase 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
3. In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this big idea.
4. Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
5. Clarify any misunderstandings about how to apply the rubric before committee members begin to use Phase 3 rubric on the selected materials.

Table of contents

6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, more areas, topics, big ideas can be examined within each grade level course.
7. Make sure committee members have multiple copies of the Phase 3 rubric.
8. Committee members apply the Phase 3 rubric for each of the materials.
9. Establish a time line for groups to complete and submit Phase 3 documentation.
10. Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line master — multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: **Assessing Vertical Alignment of Instructional Materials**

INDIANA'S EDUCATION ROUNDTABLE | 2010

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Traditional Pathway for High School: Algebra II

a project of
The Charles A. Dana Center
at the University of Texas at Austin

Frontmatter

Instructional Materials Analysis and Selection
Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides educators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the *Common Core State Standards for Mathematics* so you can select instructional materials aligned with these standards.

This resource can also be used with the Dana Center's larger 4-phase *Instructional Materials Analysis and Selection* toolset: Phase 1: *Studying the Standards*, Phase 2: *Narrowing the Field of Instructional Materials*, Phase 3: *Assessing Subject-Area Content Alignment*, and Phase 4: *Assessing Vertical Alignment of Instructional Materials*. The particular resource you hold in a phase 3 tool that has been customized for assessing the alignment of instructional materials with the *Common Core State Standards for Mathematics*. Note that in 2009, the Dana Center developed a similar tool for Indiana educators to use in analyzing the alignment of instructional materials to Indiana's *Academic Standards for Mathematics*.

Charles A. Dana Center
The University of Texas at Austin
1616 Guadalupe Street, Suite 3.206
Austin, TX 78701-1222

Fax: 512-232-1855
dana-tushop@utlists.utexas.edu
www.utdanacenter.org

Alg. II
Glencoe- McGraw Hill

Instructional Materials Analysis and Selection
Phase 3:
Assessing Content Alignment to the Common Core State Standards for Mathematics

Summary Evaluation: Very good visuals & explanations overall. Every text will have flaws; this text's major flaw is that it doesn't include very many tech labs for students. Otherwise, the application problems are varied and rigorous which leads to a good text. I highly suggest this text in conjunction w/ CCSS.

A project of
The Indiana Education Roundtable, The Indiana Department of Education,
and
The Charles A. Dana Center at The University of Texas at Austin

2010–2011

Frontmatter

About the development of this resource

This tool, *Instructional Materials Analysis and Selection: Assessing Content Alignment to the Common Core State Standards for Mathematics*, draws on the Dana Center's nearly 20 years of experience in strengthening education and has been used extensively in Texas and, increasingly, other states, to help local school districts and schools select instructional materials aligned with their standards. Development and production of the Instructional Materials Analysis toolset was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarten through 8, and six documents for high school mathematics (one each for the three courses in the traditional high school pathway Algebra I, Geometry, Algebra II, and one each for the three courses in the integrated high school pathway Mathematics I, Mathematics II, and Mathematics III).* At the request of various states and other entities, the Dana Center has populated this *Instructional Materials Analysis and Selection* tool with standards from the *Common Core State Standards for Mathematics* for use by local districts in selecting instructional materials aligned with these standards.

Note that the copyright of the *Common Core State Standards for Mathematics* is held by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (collectively, NGA Center/CCSSO). This use of the CCSS for Mathematics is done under the CCSS Terms of Use, available at www.corestandards.org/terms-of-use. Specifically, this work is done under the Terms of Use "non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for non-commercial purposes that support the Common Core State Standards initiative." For a complete copy of the *Common Core State Standards for Mathematics* as well as the *CCSS for Mathematics, Appendix A: Designing high school mathematics courses based on the Common Core State Standards*, go to www.corestandards.org/the-standards.

October 2010 release.

We welcome your comments and suggestions for improvements—please send to dana-tushop@utlists.utexas.edu or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K–16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues; creating and delivering professional supports for educators and education leaders; and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozens of school systems in nearly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to ensuring that the accident of where a child attends school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, see our homepage at www.utdanacenter.org. To access our resources (many of them free), see our products index at www.utdanacenter.org/products. And to learn more about our professional development—and sign up online—go to www.utdanacenter.org/pd.

* For the high school course sequences, we relied on the *Common Core State Standards Mathematics Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards*, developed for the CCSS initiative by Achieve, Inc., which convened and managed the Achieve Pathways Group.

Reviewed By: _____

Title of Instructional Materials: Glencoe Common Core Algebra 2 VA edition

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

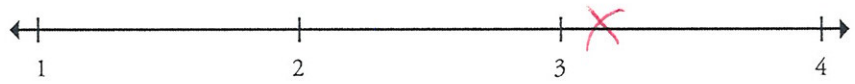
Ch. 5, 6

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Thru the multiple examples and guided practice, students are shown a pattern that encourages perseverance and making sense of problems

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

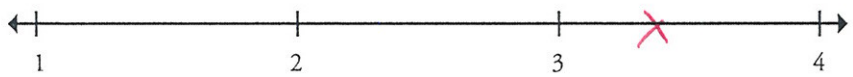
Ch. 5, 6

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Throughout the H.O.T problems (Higher Order Thinking) in each section, students are given opportunities to engage in multiple situations where these Reasoning skills are required

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5, 6

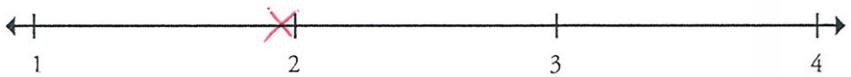
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

seldom are students engaged in error analysis or asked to critique the reasoning of others

Summary/Justification/Evidence

Thru the examples and practice problems, especially the H.O.T. problems, students are repeatedly asked to explain and justify their own reasoning

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5, 6

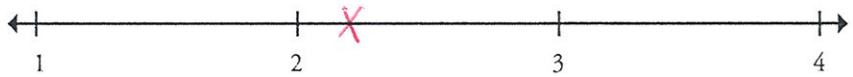
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Interpreting results in context did not seem to be a well developed theme

Summary/Justification/Evidence

There are Lab and Technology experiences throughout the text that engage students in this process

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5, 6

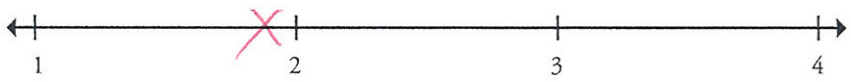
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

The idea of students using appropriate tools strategically on their own is not well developed.

Summary/Justification/Evidence

In the problem sets, students are given questions that ask for multiple representations that serve as a model for students to follow as they examine problems independently. Technology labs assist with deepening understanding of concepts

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

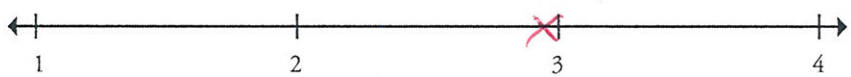
Ch. 5, 6

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

The text does a fairly good job of engaging students to attend to precision Thru the use of the H.O.T. problems

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5, 6

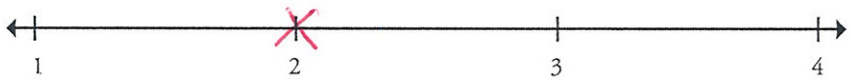
Summary/Justification/Evidence

Students are sporatically given hints and tips to look for patterns in the side margins and thru technology labs.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

There is not much investigation. Patterns are generally noted in the text w/o relating to any frame of reference for the student

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch. 5, 6

Summary/Justification/Evidence

students are engaged in noticing regularity in repeated reasoning in the H.O.T. problems.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

I didn't notice any particular attention given encouraging students to evaluate reasonableness of intermediate results

Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

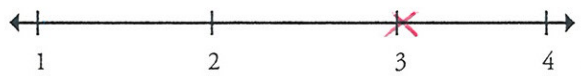
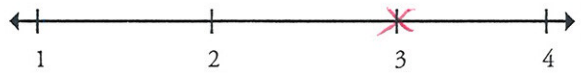
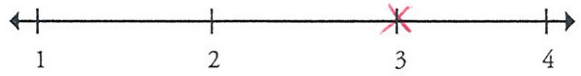
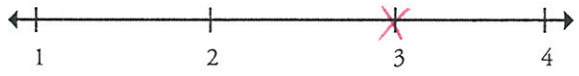
Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.8 (+) Extend polynomial identities to the complex numbers. *For example, rewrite $x^2 + 4$ as $(x + 2i)(x – 2i)$.* Note: Polynomials with real coefficients. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Chapter 5, 6	Important Mathematical Ideas: 1 X 2 3 4 Skills and Procedures: 1 X 2 3 4 Mathematical Relationships: 1 X 2 3 4 **Summary / Justification / Evidence** I could not find an example like this where factoring is involved **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** I did not find this standard in the text w/ factoring Overall Rating: 1 X 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

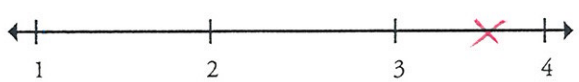
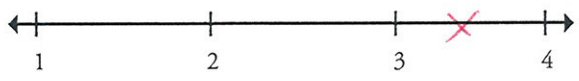
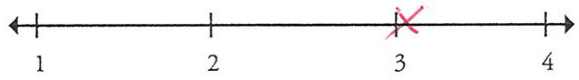
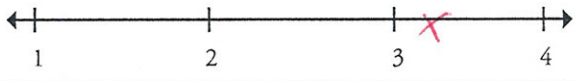
Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. Note: Polynomials with real coefficients. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch. 6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Seemed to be developed adequately **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

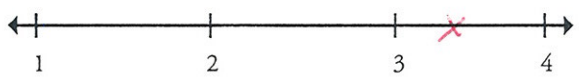
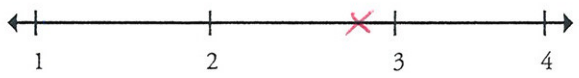
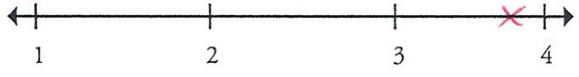
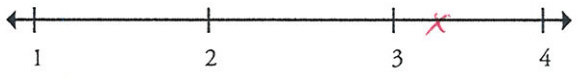
Build a function that models a relationship between two quantities.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.1b 1. Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.* Note: Include all types of functions studied. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch. 7, Ch. 8	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** developed adequately and extended to all functions studies **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** ~~not explained~~ Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

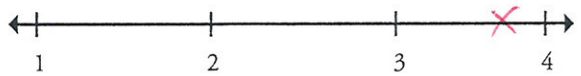
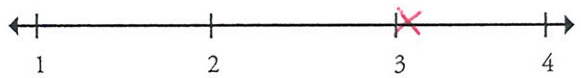
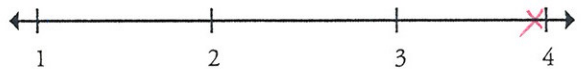
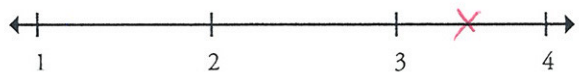
Build new functions from existing functions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.3 Identify the effect on the graph of replacing *f(x)* by *f(x) + k*, *k f(x)*, *f(kx)*, and *f(x + k)* for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch. 5, 6, 7, 8	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** related well to previous material and developed well from function type to function type. Related well to real-world examples **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** missing the idea of even/odd functions Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

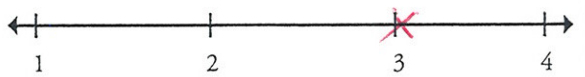
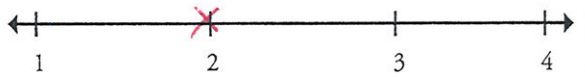
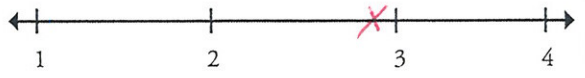
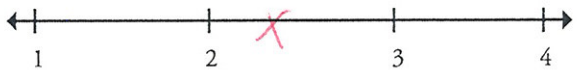
Build new functions from existing functions.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
F-BF.4a 4. Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example,* $f(x) = 2x^3$ *or* $f(x) = (x+1)/(x-1)$ *for* $x \neq 1$. Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** ch.7	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** The parts included are modelled, represented, and assessed moderately well throughout the chapter **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** rational functions seem to be left out Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

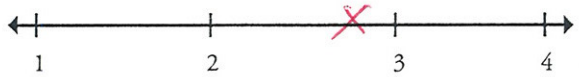
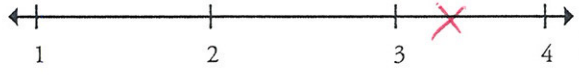
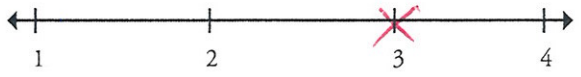
Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.* Note: Logarithms as solutions for exponentials. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** ch. 8	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Briefly mentioned thru one example, not developed well at all. A good discussion of using these pages and technology however **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** not well developed in its entirety the idea of expressing the solution as a logarithm Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Sect 5.4	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** Students are led from formal definition. It is related by "Then, Now, Why" at beginning of the section **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.

N-CN.2

Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

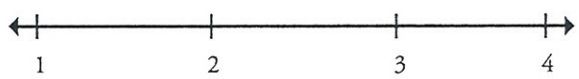
Note: i^2 as highest power of i.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

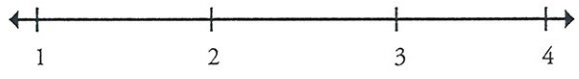
Sect 5.4

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

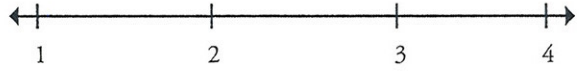
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

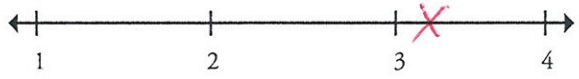


Summary / Justification / Evidence

many examples and guided practice problems along with explanation and relatable examples to real-world.

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

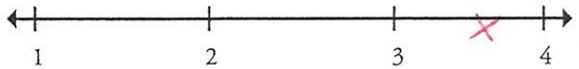
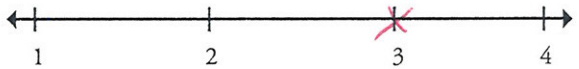
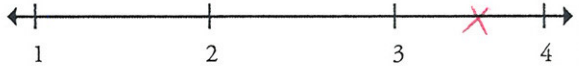


Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Sections 5.5, 5.6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** related well w/ previous lessons **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating